

PROFESSIONAL DEVELOPMENT PLAN

Librarian Division: Department or Grade Level:

PURPOSE:

The ultimate purpose of the evaluation process is to improve student learning by strengthening instruction. The immediate purpose of this form is to provide a structured format for creating your Professional Development Plan for the next year (or more.) The Professional Development plan must be tied to the standards. Not all standards must be addressed, but all professional growth activities must support one or more of the standards.

DIRECTIONS:

1. In your conference with your evaluator(s) discuss your ideas and the suggestion for professional development activities.
2. After the conference, complete the Professional Development Plan. You may consult with the Director of Education Technology any other resources in developing your plan.
3. Review the plan with your evaluator(s).
4. Submit final draft of the Professional Growth Plan, along with your written response to the Evaluation Report, to the Evaluator(s).

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Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy (Danielson pp. 62-4)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian displays little understanding of library science and bibliographic instruction. Librarian is not familiar with the school curriculum and is not aware of what is covered in specific courses.	Librarian's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Librarian demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Librarian's instructional practices reflect current pedagogical knowledge.	Librarian's knowledge of the content and pedagogy knowledge is extensive, showing evidence of a continuing search for knowledge and improved practice. Librarian actively builds on knowledge of prerequisites and misconceptions when designing instruction or seeking causes for student misunderstanding.

Component 1b: Demonstrating Knowledge of Students and Teachers (Danielson pp. 65-7)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian has weak knowledge of developmental characteristics of age group and makes little or no attempt to acquire knowledge of students' backgrounds, skills, learning styles, or interests and does not use such information in planning. Librarian does not consult with teacher before preparing for class visit.	Librarian displays generally accurate knowledge of the developmental characteristics of the age group. Librarian consults with teacher before class visits.	Librarian displays sufficient knowledge of developmental characteristics, skills, and interests of age group and uses this knowledge to plan for groups of students. Librarian works with teacher to plan the class visit.	Librarian displays sufficient knowledge of the complexity of developmental characteristics, skill, and interests of age group and when appropriate uses this knowledge in instructional planning. Librarian works with teacher to plan the class visit. Librarian follows up with teacher and students to gauge effectiveness of the library visit.

Component 1c: Selecting Instructional Goals (Danielson pp. 68-70)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, do not permit viable methods of assessment, and are not aligned with curriculum standards.	Librarian's goals are of moderate value to students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment and some of which are aligned with curriculum standards.	Librarian's goals represent valuable learning and are suitable for most students in the school; they reflect opportunities for integration and permit viable methods of assessment. Goals are sufficiently aligned with curriculum standards.	Librarian's goals reflect high-level learning effectively related to curriculum standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.

Component 1d: Demonstrating Knowledge of Resources (Danielson pp. 71-72)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian is unaware of library resources available either for teaching or for students who need them.	Librarian displays limited knowledge of library resources available either for teaching or for students who need them.	Librarian is sufficiently aware of library resources available for teaching and knows how to gain access to these resources for students who need them.	Librarian seeks out resources for students who need them in the library and in the larger community (public libraries).

Component 1e: Designing Coherent Instruction (Danielson pp. 73-75)

Unsatisfactory	Basic	Proficient	Distinguished
The various elements of the instructional design do not support the stated instructional goals or engage students in learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in learning, while others do not. Librarian's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in learning, and show evidence of student input, when appropriate. Librarian's lesson or unit is highly coherent and has a clear structure.

Component 1f: Assessing Student Learning (Danielson pp. 76-79)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Librarian has no plans to use assessment results in designing future instruction.	Librarian's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Librarian uses the assessment to plan for future instruction for the class as a whole.	Librarian's plan for student assessment is sufficiently aligned with the instructional goals and includes clear assessment criteria and standards that have been communicated to students. Librarian uses the assessment to plan for groups of students or individuals.	Librarian's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Librarian's students monitor their own progress in achieving the goals.

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Domain 2: The Library Environment

Component 2a: Creating an Environment of Respect and Rapport (Danielson pp. 79-80)

Unsatisfactory	Basic	Proficient	Distinguished
Library interactions, both between the librarian and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict and are in conflict with Chadwick's core values.	Library interactions, both between the librarian and students and among students, are usually fair, compassionate, respectful, honest, and responsible, but they may be characterized by occasional displays of insensitivity.	Library interactions, both between the librarian and students and among students, are generally fair, compassionate, respectful, honest and responsible. These interactions are respectful of the cultural and developmental differences among groups of students.	Library interactions, both between the librarian and students and among students, demonstrate a high degree of respect, compassion, honesty, fairness, and responsibility. Students take responsibility for maintaining this high level of behavior.

Component 2b: Establishing a Culture for Learning (Danielson pp. 81-82)

Unsatisfactory	Basic	Proficient	Distinguished
The library does not represent a culture for learning and is characterized by low librarian commitment to the curriculum, an out of date or poorly maintained collection (both physical and virtual), and an unfriendly environment.	The library environment reflects only a minimal culture for learning, with only modest or inconsistent attention paid to collection development, little commitment to the curriculum and a less than friendly environment; librarian performs at the minimal level to "get by."	The library environment represents a genuine culture for learning, with commitment to the curriculum on the part of librarian and students, a well maintained and up-to-date collection, and a friendly library environment.	Students assume much of the responsibility for establishing a culture of learning in the library by taking pride in the collection and facility, and holding their research to the highest standard. Librarian demonstrates a passionate commitment to the curriculum.

Component 2c: Managing Library Procedures (Danielson pp. 83—84)

Unsatisfactory	Basic	Proficient	Distinguished
Library routines and procedures are either nonexistent or inefficient, resulting in the loss of much productive time.	Library routines and procedures have been established but function unevenly or inconsistently, with some loss of productive time.	Library routines and procedures have been established and function smoothly for the most part, with little loss of productive time.	Library routines and procedures are seamless in their operation, and the entire library staff participates responsibly in functioning smoothly.

Component 2d: Managing Student Behavior (Danielson pp. 85-87)

Unsatisfactory	Basic	Proficient	Distinguished
Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Librarian makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Librarian is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Librarian's monitoring of student behavior is subtle and preventative, and librarian's response to student misbehavior is sensitive to individual student needs.

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Component 2e: Organizing Physical Resources (Danielson pp. 88-89)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the physical resources and the curriculum.	The library space is safe, and essential learning is accessible to all students, but the physical resources only partially support the curriculum. There are no library displays.	The library space is safe, and learning is accessible to all students; librarian uses physical resources well and ensures that they support the curriculum. Librarian ensures that resources are displayed in an attractive manner.	The library space is safe, and learning is accessible to all students; librarian uses physical resources well and ensures that they support the curriculum. Librarian ensures that resources are displayed in an attractive manner.

Component 2f: Supervision of Paraprofessional Staff (Danielson pp. 95-99)

Unsatisfactory	Basic	Proficient	Distinguished
There is no communication between librarians and assistants and work quality is poor. Assistants cannot perform basic library tasks.	There is little communication between librarians and assistants and work is done eventually, but not in a timely manner and there are often errors. There is basic reference training.	There is good communication between librarians and assistants with occasional meetings. Assistants' work product is done efficiently and with little or no errors. Assistants are adequately trained for reference desk.	There is frequent staff communication with regular meetings and review sessions with staff. Work is done efficiently with no errors. Librarian serves as mentor to assistant if appropriate. Assistants are well trained for reference desk.

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Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately (Danielson pp. 90-91)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian's oral and written communication contains consistent and frequent errors, is unclear, or is inappropriate to students' ages. Librarian frequently misunderstands students.	Librarian's oral and written communication is usually error free but may not be completely appropriate to students' ages or may require further explanations to avoid confusion. Librarian sometimes misunderstands students.	Librarian communicates clearly, accurately and appropriately for student's ages, both orally and in writing. Librarian understands students.	Librarian's oral and written communication is clear, appropriate for students' ages, and expressive. Librarian anticipates possible student misconceptions.

Component 3b: Using Questioning and Discussion Techniques (Danielson pp. 92-94)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Librarian's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Librarian's use of questioning and discussion techniques employs high-level questions and results in true discussion and active participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.

Component 3c: Engaging Students in Learning (Danielson pp. 95-99)

Unsatisfactory	Basic	Proficient	Distinguished
Students are not intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor presentation of content, or lack of lesson structure.	Students are only partially engaged intellectually, resulting from activities or materials of uneven quality, inconsistent presentations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive presentations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the presentation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Component 3d: Providing Feedback to Students (Danielson pp. 100-102)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian feedback to students is of poor quality (e.g. vague, inaccurate, lacking in substance, or untimely.)	Librarian's feedback to students is inconsistent in its specificity, accuracy, substance, constructiveness, and timeliness.	Librarian's feedback to students is consistently specific, accurate, substantive, constructive, and timely.	Librarian's feedback to students is consistently specific, accurate, substantive, constructive, and timely, and students make use of the feedback in their learning.

Component 3e: Demonstrating Flexibility and Responsiveness (Danielson pp. 103-105)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian adheres to the instruction plan in spite of evidence of poor student understanding or student's lack of interest and fails to respond to student's questions; librarian assumes no responsibility for student's failure to understand.	Librarian demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Librarian seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Librarian is highly responsive to students' interests and questions, making major lesson adjustments if necessary and persists in ensuring the success of all students.

Component 3f: Integrating Technology

Unsatisfactory	Basic	Proficient	Distinguished
Librarian is not aware of current online resources and does not encourage students and teachers to use current technology.	Librarian is knowledgeable about current technologies and teaches students and teachers to use online resources	Librarian is knowledgeable about current technologies and teaches students and teachers to use online resources. Librarian effectively promotes the library's resources on the school webpage.	Librarian is extremely knowledgeable about current technologies and teaches students and teachers to use online resources. Librarian effectively promotes the library's resources on the school webpage and markets these resources to the larger Chadwick community.

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Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching (Danielson pp. 106-107)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Librarian's reflection on the lesson is generally accurate, and librarian makes general suggestions as to how it might be improved.	Librarian reflects accurately on the lesson, citing its strengths and weaknesses. Librarian makes some specific suggestions about how it might be improved.	Librarian's reflection on the lesson is highly accurate and perceptive, citing specific examples. Librarian draws on an extensive repertoire to suggest alternative strategies.

Component 4b: Promoting Reading Campus-Wide

Unsatisfactory	Basic	Proficient	Distinguished
Librarian is not aware of student reading tastes and makes no effort to promote extracurricular reading.	Librarian is nominally aware of student reading tastes, is somewhat aware of new books, and makes a minimal effort to promote extracurricular reading.	Librarian understands diverse reading tastes, is up to date with current books, and actively encourages students to read for pleasure.	Librarian understands diverse reading tastes, is up to date with current books, and actively encourages students to read for pleasure. Librarian provides activities such as book clubs, book talks, and other reading incentives.

Component 4c: Maintaining Accurate Records and Library Budget (Danielson pp. 108-109)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian has no system for maintaining accurate records, or the system is in disarray, resulting in errors and confusion.	Librarian's system for maintaining accurate records is rudimentary and only partially effective.	Librarian's system for maintaining accurate records is efficient and effective. Budget is completed in a timely manner and money is allocated efficiently.	Librarian's maintains superior, detailed records. Librarian compiles records in a yearly report. Budget is completed in a timely manner and money is allocated efficiently.

Component 4d: Communicating with Families and Supporting Parent Volunteers in the Library (Danielson pp. 110-112)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian provides little or no information to families, and /or communicates in a manner significantly inconsistent with the school's core values. Librarian does not appreciate the need for parent participation in the library program.	Librarian complies with school procedures and policies for timely communication with families and does so in a manner that is usually consistent with the school's core values, with occasional lapses. Librarian minimally supports Friends of the Library activities.	Librarian complies with school procedures and policies for timely communication with families and initiates additional communication as appropriate. Librarian supports Friends of the Library activities.	Librarian's communication with families is timely, sensitive, and consistent with school procedures and policies. Librarian supports Friends of the Library activities, attends FOL meetings and events, and works closely with parent volunteers.

Component 4e: Contributing to the School (Danielson pp. 113-114)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian's relationships with colleagues violate the school's core values (and are thus disrespectful, dishonest, unfair, uncaring, or irresponsible); the librarian avoids involvement in school activities.	Librarian's relationships with colleagues usually reflect the school's core values, with occasional lapses; librarian participates in school events and projects when specifically requested.	Librarian maintains positive relationships with colleagues that generally reflect the school's core values; librarian participates actively and appropriately in school activities.	Librarian plays a lead role in promoting and modeling the school's core values in interactions with colleagues; librarian makes outstanding contributions to school events and projects, and serves on school committees.

Component 4f: Growing and Developing Professionally (Danielson pp. 115-117)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Librarian's participation in professional development is limited to those that are convenient or <u>required</u> .	Librarian participates actively in professional development activities and contributes to the profession.	Librarian makes a substantial contribution to the profession through such activities as action research or mentoring new library staff and actively pursues professional development.

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Component 4g: Showing Professionalism (Danielson pp. 118-119)

Unsatisfactory	Basic	Proficient	Distinguished
Librarian's sense of professionalism is low, and librarian contributes to practices that are self-serving or harmful to students.	Librarian's attempts to serve students based on the best information are genuine but inconsistent.	Librarian makes genuine and successful efforts to insure that all students are well served by the school.	Librarian assumes a leadership in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored by the school.

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